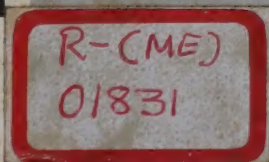


Health Care Finance & Organization **FOR** Educational Leaders **IN** Health Professions

Center for
Educational
Development



01831

*Health Professions
Education Leadership in
a Time of Rapid Health
Care System Change*

An educational program specializing in health care financing and organization for medical and other health professions educators offered by the Center for Educational Development, the University of Illinois at Chicago. This specialization is part of the integrated Health Administration Program at the University of Illinois at Chicago

R.(ME)

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COMMUNITY HEALTH CELL
326, V Main, I Block
Koramangala
Bangalore-560034 -
India

The specialization is designed for:

Practicing physicians, nurses, allied health, and other health professionals interested in career shifts to leadership positions in medical education and health care systems

Medical residents who desire career options that include educational and administrative leadership positions in medical education and health care systems

Faculty of medical, nursing, dental, and other health professional schools who desire to systematically explore the impact of current and future health system changes on teaching, curricula, and the future of health professions education at all levels

This program addresses:

The role of emerging forces—economic, professional, public, corporate—in shaping medical nursing, and allied health professions education and the provision of health services.

How changes in the health care delivery system (reimbursement policies, growth of alternative delivery modes) will affect health professions education.

Possible reshaping of the teaching hospital and subsequent effects on its educational function.

Processes for changing health professions education programs that will result in trainees becoming more cost-effective deliverers of quality health care.

Ways to evaluate the quality of educational programs.

Ways to provide leadership in shaping quality medical and health professions education in an era of resource constraints.

After Two Decades of Escalating Health Care Costs:

During the 1960s and 1970s financial resources for training health professionals were abundant and helped shape the structure of patient care and education. However, after two decades of escalating health care costs, nationwide attention is now being paid to the financing and the delivery of health care. Among the many questions being raised are: Who should pay for the education of physicians, nurses, and other health professionals? Who should determine the number and types of personnel trained? In what settings should training occur? Answers to these questions will have far-reaching implications for the organization of educational institutions and the education of health professionals.

Some of the factors currently impinging on health personnel and teaching hospitals include:

- limitations on reimbursement for hospital services
- growth of for-profit health care institutions
- development of alternative sites and methods for providing health care
- public and corporate pressures for cost control
- changing patterns of disease and health service use
- changing demographic characteristics of the population
- pressures to determine the efficacy and efficiency of various medical interventions
- increased diagnostic and therapeutic technology

The nature of medical education influences and is influenced by the climate of the practice environment. Currently, this climate requires that closer attention be paid to resource management in health care and training. As a result, the administrative leadership of teaching hospitals and clinical leadership of graduate medical education and other training programs now require *not only the ability to develop quality educational programs, but also the skills of financial and organizational management*. These leaders must be able to manage creatively the change in health professions education that will inevitably arise from emerging resource constraints.

In response to this need, the Center for Educational Development at the University of Illinois at Chicago (UIC), the national leader in health professions education for over a quarter of a century, offers a new specialization in its educational program for health professionals focusing on the areas of health care financing and administration that are related most closely to educational training. The new specialization is being offered in conjunction with the Health Administration Program at UIC, an interdisciplinary educational program that prepares individuals for executive and educational leadership and policy-related roles in the health care field. UIC academic units that sponsor the program include the Center for Educational Development (CED), the colleges of Business Administration, Nursing, and Pharmacy, and the schools of Public Health and Urban Policy and Planning. This interdisciplinary approach enables professionals to choose among a wide range of courses offered in each of these colleges and schools.

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Under the CED Specialization an Individual Has Three Educational Options:

- 1** *The Master of Health Professions Education (MHPE) leadership degree program*
- 2** *Short-term fellowship*
- 3** *Coordinated coursework and seminars on a nondegree, for-credit, or not-for-credit basis*

Each option is designed to meet the specific needs of those either in or preparing for leadership positions or assuming new levels of responsibility related to medical and other health professions education and health care financing, administration, and planning.

The MHPE Degree Program

The CED master's degree, offered through the UIC Graduate College, requires forty-eight quarter hours for completion. These are accumulated through required and elective courses, independent study, and thesis research. Specialization, as defined by the campus-wide Health Administration Program, requires a minimum of twenty-four credit hours in health administration-related courses.

Coursework for the MHPE is designed both to capitalize on the working environment and accommodate the schedule of the health professional. For example, courses are offered in intensive two-week blocks, late afternoons or weekends.

Throughout the program the participant's work setting is used as a laboratory. For example projects required in the blocks blend course content with problems and issues in the work setting, and independent study experiences are generally linked with ongoing concerns in the trainee's setting.

Required coursework for the MHPE with a specialization in Health Care Finance and Organization for Health Professions Educators follows.

In fulfillment of the requirements of the MHPE program, all MHPE students will be required to take the following courses:

CED 309. Block I: Historical Context of Health Professions Education and Policy Analysis (6 quarter hours). Topics covered are historical foundation, professional socialization, academic and health care organizations, and policy formulation.

CED 348. Block II: Health Professions Education Planning (6 quarter hours).

Topics covered are planned and unplanned change, curricular planning, instructional planning, and organizational planning.

In addition, all MHPE students are required to complete a master's thesis. Students in the specialization will select a thesis topic related to administration in health professions education.

In fulfillment of the specialization requirements, all specialization students will be required to take the following courses:

Economics 354. Health Economics or equivalent (4 quarter hours). An economic analysis of America's health care sector, emphasizing its problems of pricing, production, and distribution.

CED 415. Block III: Program Evaluation and research (6 quarter hours). Topics covered are quality assurance (student, instructor, program and policy evaluation), and evaluation research methodologies and their application to health professions education settings.

CED 405. Block IV: Leadership Profiles and Practices (6 quarter hours). Topics covered are decision making, communicating, managing conflict, faculty and staff development, and accomplishing and surviving change.

CED 493. Thesis in Health Professions Education (5 or more quarter hours). Thesis research.

In fulfillment of the specialization requirements, all specialization students will be required to select fifteen credit hours from among the following courses:

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About the Center for Educational Development

Community Health 345. Contemporary Health Care Services or equivalent (4 quarter hours). The organization of medical care in the United States and other selected countries. Methods of delivering medical care to various populations.

CED 402. Regulatory and Competitive Strategies for Cost Containment:

Implications for Medical Education (4 quarter hours). Attempts at regulating the structure and process of health care: certificate of need, rate regulation, economic stabilization program. Professional Standards Review Organizations, prospective payment using Diagnosis Related Groups, payments for new technologies. The transition from regulation to competition for controlling health care costs. Competition and health professions education: numbers and types of professionals produced, site of training, new roles of health professions.

CED 403. Educational Issues in Alternative Health Care Delivery Systems (4 quarter hours). Past, present, and future of health maintenance organizations. Emergence of free-standing emergency centers, surgi-centers, multi-hospital systems (for-profit and not-for-profit). Unbundling of health services and its implications for medical education.

CED 303. Strategic Planning in Changing Health Care Organizations (4 quarter hours). Practical applications of strategic planning techniques demonstrated through case studies of a variety of health care organizations with educational missions. Issues related to the planning process, attaining organization goals, maintaining organizational solvency, ethical considerations in planning, all as related to adaptation of health professions education to a changing practice system.

CED 483. Independent Study in Health Professions Education (4 quarter hours).

Short Term Fellowship Program

An alternative educational option for professionals seeking to specialize in health administration is the CED short-term fellowship program. This is usually a one-to-three-month in-depth experience in which the participant studies a particular problem or content area. This option is ideally suited for international students visiting CED for a short time or U.S. students who may be on sabbatical. Each participant is assigned a CED adviser from among specialization faculty who assists in planning specific health-administration-related educational experiences. Fellows may also participate in specialization-related coursework.

Coordinated Coursework and Seminars

Professionals not currently interested in a degree program may nonetheless participate in specialization-related coursework on either a nondegree for-credit basis, or on a noncredit basis. This option enables the professional to selectively acquire relevant content related to health care financing or health professions education planning and development. Costs will vary depending on whether courses are taken on a credit or noncredit basis.

The Center for Educational Development is an academic unit of the University of Illinois at Chicago. Established in 1959, CED is a research and development organization with a reputation for leadership because of its scholarship, consultation with local, national, and international health professions units, and its educational programs. The academic staff of twenty-seven professionals come from a variety of disciplinary backgrounds with expertise in education, psychology, organizational development, sociology, and numerous health disciplines.

Center faculty are organized in five program areas: Clinical Decision Making, Evaluation Research and Development, Curriculum and Organizational Processes, Health Services Research and Manpower Development, and Humanistic Studies. The educational specialization in Health Care Financing and Organization has been developed under the leadership of faculty in CED's Health Services Research and Manpower Development program area.

For further information about CED's educational programs and the specialization, please contact:

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